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# TRAIN THE TRAINERS

TRAINING CURRICULUM  
2011-2012

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# INTRODUCTION

## A Brief History

Since CISV is an educational organization, training has been identified as a high priority in preparing members of CISV to organize and run educational programs. Research has been a strong part of CISV programs and practices since the very first CISV experience in 1951.

Recent research led to an understanding that a Train the Trainer (TTT) process would be beneficial in efforts of working toward continuous improvement. The TTT process is structured in such a way that a small group of key trainers, the International Pool of Trainers (IPT) will provide a process training to international and national representatives who will then return to their programs or national/promotional associations (NAs and PAs) to provide training in their area of content.

The first efforts of delivering a cross-organization Train-The-Trainers (TTT) in CISV can be traced back to 2003 in Italy. At that time, while there was a genuine interest on having capable people training leaders at the NA level. Between 2004 and 2007, the former International Leadership Training committee (ILTC) took the responsibility of delivering TTT's around the world mostly focused on leadership training and as a response to CISV's strategic priority 2005-2009 "Leadership is the Key to Success". While the program had the common vision of ILTC, it still did not have a common structure or content.

At AIM 2006, ILTC decided to push for a TTT structure that would assure consistency between trainers and across regions of the organization. In order to accomplish this task, the organization would need to create a common structure with individuals to implement the process. During the next months, 6 people were selected to be a part of the newly formed international pool of trainers (IPT). This group, along with other members from International Committees and the international office, met in Newcastle during the fall of 2007 to participate in a Writeshop. The goal was to clarify the specific aspects of the TTT, create a curriculum and methods for implementation. The result was a course based on a curriculum that covers all relevant aspects of training, aligned with the Educational Principles of CISV, and intended not only for leadership training, but for all training efforts within the organization.

Over the first three years, the International Pool of Trainers successfully delivered 15 TTT's in all regions, certifying more than 275 trainers from all levels of CISV.

In January 2011 the International Pool of Trainers met in Copenhagen. The purpose of this meeting was to respond to the information gathered over the past three years. The members of the IPT revisited the curriculum and aligned it with the common training goals and indicators. They began the process of creating a booklet to be used at the TTT, and clarified the re-certification system.

# WHAT IS A TTT?

Train the Trainers (TTT) is an intensive 4-day course designed to help shape a common perspective and approach toward training methodology in CISV. The TTT covers the most relevant aspects of training, from the foundations of learning theories to practical skills for planning and delivering training.

During the course, trainees will have the opportunity to learn about the foundations of experiential learning as related to the educational principles of CISV. They will plan and conduct a training session where they will receive feedback from both the trainers and their peers.

The course aims to standardize training across the organization and provide a tool for certifying trainers at all levels. The course is designed in such a way that it can be applied to program or organizational training at the local, national or international level.

For this reason, the TTT is intended for anyone in CISV with a specific mandate for training in the organization. The TTT concept is based on methodology and not programme specific material. The TTT will provide the tools to improve the style and planning skills of the trainer.

# HOW TO USE THE TTT CURRICULUM

The TTT curriculum is made to be used by the members of the International Pool of Trainers, to make sure that all TTT's provide the same kind of experience to the trainees. We want to give all trainers in CISV a common vocabulary when talking about best training practices. It is for this reason that this curriculum is the foundation of all planning, delivering and evaluation of a TTT.

TTT trainers have a unique and challenging training task before them: to simultaneously train their trainees to use CISV educational approaches and peace education content areas, while also training their trainees to train others in these same educational approaches and content. A TTT trainer will thus constantly be working on and moving between two training levels- the training level (the "little t" level) and the train the trainer level (the "big T" level). For this reason, the TTT has adopted the general CISV training goals and indicators created at the January 2010 LTC writeshop in Newcastle. The broad, all encompassing nature of these training goals and indicators provides us with a framework that is simultaneously applicable on both of those training levels, while also being easily transferable to the more specific training goals and indicators used at the program, chapter, and international training levels.

Not only will training occur on two levels at the TTT course, but evaluation as well. During evaluation moments, trainees are asked to evaluate both how comfortable they are with a given indicator as well as how comfortable they are with training that indicator. The TTT trainer is called upon to find creative evaluation methods that capture the complexity of this situation in simple and straightforward ways.

Co-existing with the TTT curriculum, you have the TTT booklet that will also help guide you in planning effective sessions for the course.

Have fun using this curriculum when setting up your TTT!

## INTERNATIONAL POOL OF TRAINERS

January 2011

# OUTLINE OF TTT CERTIFICATION AND RECERTIFICATION PROCESS

Being a certified TTT trainer- and obtaining recertification when certification expires- involves more than just attending a four-day course. It 's a process that starts with preparation for the TTT, follows with the TTT course itself, and continues with an ongoing commitment to be a reflective and self-evaluating trainer.

This certification process can be summarized into four main action steps. The first step is gathering and reading all of the information available about your specific training role and our general CISV educational principles and approach. The second step is filling out a pre-TTT questionnaire with some preliminary goals you have for your TTT experience. The third step is the TTT course itself that includes a self-evaluation process that all trainees will complete. The fourth step is the creation of a personal action plan. This will be developed during the TTT within the TTT booklet given to all trainees and will help participants carry their new learning forward into their respective training roles. These four steps represent the path to becoming a certified trainer.

Obtaining recertification is closely connected to the four-step certification process. After completing the TTT and obtaining certification participants should work to implement their action plan, and document this work within the training log. The training log is also found in the TTT trainee booklet and is the place where CISV trainers will keep track of all of their training practices on all levels of the organization. The log also includes a list of training session templates that they have created and submitted to the CISV library. When trainees are up for TTT recertification they will be required to submit their training log, their completed session templates, a reflection about what they accomplished with relation to their original action plan, and a testimonial written by someone who has worked closely with them in training contexts. They will also be required to complete new learning by reading select educational materials and demonstrating that they understand the content.

# TTT GOALS AND INDICATORS

## 1. TO PREPARE TRAINEES TO USE CISV'S APPROACH TO ACTIVE GLOBAL CITIZENSHIP

- A Understand how Peace Education is relevant to Active Global Citizenship (K)
- B Understand CISV's educational principles and methods (K)
- C Be able to plan, deliver and evaluate educational experiences (S)
- D Be able and willing to actively support and promote CISV's educational principles (S) (A)

## 2. TO PREPARE TRAINEES TO EFFECTIVELY UNDERTAKE THEIR PRACTICAL RESPONSIBILITIES WITHIN CISV

- A Understand the specific responsibilities and resources required to fulfill a particular role (K)
- B Understand how individual responsibilities are important in a wider context (K)
- C Be able to meet the practical needs necessary to fulfill a particular role (S)
- D Be willing to adopt a proactive and responsible attitude (A)

## 3. TO PREPARE TRAINEES TO CONTRIBUTE TO THE DEVELOPMENT AND GROWTH OF CISV AS AN ORGANIZATION

- A Be willing to seek opportunities for cooperation inside and outside the organization (A)
- B Be able to apply best practices and lessons learned (S)
- C Be willing to actively contribute to continuous improvement (A)
- D Understand how the strategic direction of CISV relates to individuals (K)

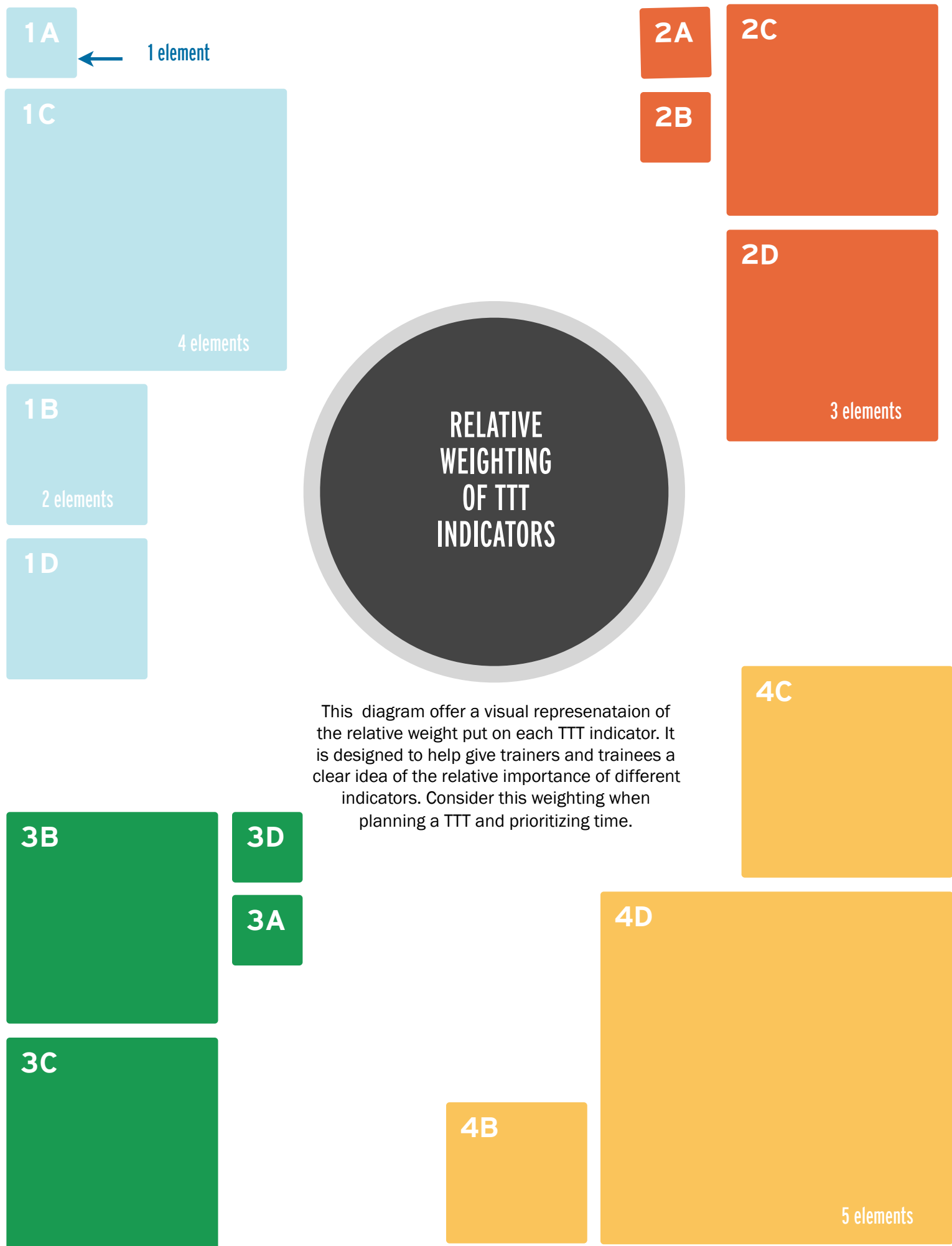
## 4. TO PREPARE TRAINEES TO INTERACT EFFECTIVELY AND APPROPRIATELY IN DIVERSE ENVIRONMENTS

- A Develop an understanding of self and others (K)
- B Be able to make a positive contribution to a group environment (S)
- C Be able to respond appropriately to change and conflict (S)
- D Be willing to act inclusively and with an open mind (A)

**NOTE:** These goals and indicators are slightly modified versions of CISV International's standard training goals. They are essentially consistent with training goals for all CISV programmes.

## BREAKDOWN OF TTT INDICATORS BY ELEMENT

<b>1. TO PREPARE TRAINEES TO USE CISV'S APPROACH TO ACTIVE GLOBAL CITIZENSHIP</b>	
A Understand how Peace Education is relevant to Active Global Citizenship (K)	ELEMENT 6
B Understand CISV's educational principles and methods (K)	ELEMENTS 6, 7
C Be able to plan, deliver and evaluate educational experiences (S)	ELEMENTS 7, 8, 9, 11
D Be able and willing to actively support and promote CISV's educational principles (S) (A)	ELEMENTS 9, 11
<b>2. TO PREPARE TRAINEES TO EFFECTIVELY UNDERTAKE THEIR PRACTICAL RESPONSIBILITIES WITHIN CISV</b>	
A Understand the specific responsibilities and resources required to fulfill a particular role (K)	ELEMENT 1
B Understand how individual responsibilities are important in a wider context (K)	ELEMENT 4
C Be able to meet the practical needs necessary to fulfill a particular role (S)	ELEMENTS 8, 9, 11
D Be willing to adopt a proactive and responsible attitude (A)	ELEMENTS 2, 4, 10
<b>3. TO PREPARE TRAINEES TO CONTRIBUTE TO THE DEVELOPMENT AND GROWTH OF CISV AS AN ORGANIZATION</b>	
A Be willing to seek opportunities for cooperation inside and outside the organization (A)	ELEMENT 4
B Be able to apply best practices and lessons learned (S)	ELEMENTS 8, 10, 11
C Be willing to actively contribute to continuous improvement (A)	ELEMENTS 8, 10, 12
D Understand how the strategic direction of CISV relates to individuals (K)	ELEMENT 12
<b>4. TO PREPARE TRAINEES TO INTERACT EFFECTIVELY AND APPROPRIATELY IN DIVERSE ENVIRONMENTS</b>	
A Develop an understanding of self and others (K)	ELEMENT 2
B Be able to make a positive contribution to a group environment (S)	ELEMENTS 1, 3
C Be able to respond appropriately to change and conflict (S)	ELEMENTS 1, 3, 9
D Be willing to act inclusively and with an open mind (A)	ELEMENTS 1, 3, 9, 10, 11



This diagram offer a visual represenataion of the relative weight put on each TTT indicator. It is designed to help give trainers and trainees a clear idea of the relative importance of different indicators. Consider this weighting when planning a TTT and prioritizing time.



# TTT ELEMENTS

**Elements** are packages of knowledge/activities which contribute to the achievement of goals and/or indicators. This is the list of elements that make up every TTT. They do not have a required order.

- 1) CREATING A POSITIVE LEARNING ENVIRONMENT**
- 2) SELF AWARENESS AND PERSONAL DEVELOPMENT**
- 3) GROUP DEVELOPMENT AND GROUP DYNAMICS**
- 4) COLLABORATION IN TRAINING TEAMS AND BEYOND**
- 5) GIVING AND RECEIVING FEEDBACK**
- 6) PEACE EDUCATION AND ACTIVE GLOBAL CITIZENSHIP**
- 7) CISV EDUCATIONAL APPROACH**
- 8) DESIGNING A TRAINING SESSION**
- 9) APPROACHES TO DELIVERING TRAINING**
- 10) PREPARATION AND FACILITATION FOR TRAINING PRACTICE**
- 11) CISV INTERNATIONAL: THE BIG PICTURE**
- 12) SELF-EVALUATION AND ACTION PLANNING**

# 1 / CREATING A POSITIVE LEARNING ENVIRONMENT

In this element, trainees will gain an understanding of the impact of environment on the learning process. They will identify factors that contribute to a safe learning environment, and how to implement them. Trainees will also consider the importance of building and maintaining trust, shared goals and expectations. This will enable trainees to cultivate and maintain a learning environment that is safe, engaging, stress free, and filled with positive energy.

The following indicators represent the desired outcomes for this session. The “Evidence” below suggests what to look for to confirm success. Trainees should:

## 4B Be able to make a positive contribution to a group environment (S)

*Evidence: trainees engage actively in ice-breakers and begin to display more comfort with sharing in the group*

## 4C Be able to respond appropriately to change and conflict (S)

*Evidence: trainees show flexibility engaging in different types of games and session formats.*

## 4D Be willing to act inclusively and with an open mind (A)

*Evidence: trainees show an openness to interact and share with new people and the willingness to work with those with different personality styles.*

## 2A Understand the specific responsibilities and resources required to fulfill a role (K)

*Evidence: trainees make adjustments to the physical learning environment in order to enhance the activity or session*

### Inspiration for how to cover this element:

#### Theoretical Ideas

- Foundations for establishing a positive learning environment- welcoming communication, breaking the ice, creating shared norms, clarifying group expectations, sharing ownership of decisions.
- Rescuing a learning environment gone bad- identifying problems and rebuilding the foundations of a positive learning environment

#### Practical Strategies

- Using “Check Ins” at appropriate moments to gauge the feeling of the group
- Arranging the training space in a way that promotes safety, inclusion, and sharing
- Giving appropriate reflection time to trainees after activities and sessions

## 2 / SELF AWARENESS AND PERSONAL DEVELOPMENT

In this element trainees will gain an understanding of various training and learning styles and their impact on the training process. They will also become familiar with their personal strengths and growth potential. Activities and exercises will enable trainees to take an active role in own personal/professional development.

The following indicators represent the desired outcomes for this session. The “Evidence” below suggests what to look for to confirm success. Trainees should:

### 4A Develop an understanding of self and others (K)

*Evidence:* trainees recognize their own strengths, growth potential, and interaction styles, and are able to reflect on the diversity of those styles.

### 2D Be willing to adopt a proactive and responsible attitude (A)

*Evidence:* trainees are enthusiastic about personal and professional development and take these processes seriously.

Inspiration on how to cover this element:

#### Theoretical Ideas

- Vygotsky’s theory of “Zone of Proximal Development”

#### Practical Strategies

- Creatively mapping learning and teaching strengths and growth areas
- Personal SWOT analysis- examining Strengths, Weaknesses, Opportunities and Threats
- Learning Styles Inventory- using a test that recognizes and measures the multiple ways that people learn

### 3 / GROUP DEVELOPMENT AND GROUP DYNAMICS

In this element trainees will gain an understanding of the group development process and how it contributes to successful training. They will experience the group development process and reflect on its importance to experiential learning. This element stresses the importance of a flexible approach to training in order to adapt to the needs of the group.

The following indicators represent the desired outcomes for this session. The “Evidence” below suggests what to look for to confirm success. Trainees should:

#### 4B Be able to make a positive contribution to a group environment (S)

*Evidence: trainees engage with positive energy and good spirit both as a group participant and facilitator.*

#### 4C Be able to respond appropriately to change and conflict (S)

*Evidence: trainees show that they can adapt their style, method or plan in order to respond to the needs of the group.*

#### 4D Be willing to act inclusively and with an open mind (A)

*Evidence: trainees show sensitivity and openness toward diversity during group discussions.*

**Inspiration on how to cover this element:**

##### **Theoretical Ideas**

- Tuckman’s stages of group development: “forming, norming, storming, performing, adjourning”

##### **Practical Strategies**

- Creating a contract about group norms and expectations

## 4 / COLLABORATION IN TRAINING TEAMS AND BEYOND

In this element trainees will explore and practice the key elements of collaboration. It emphasizes the importance of adopting positive and inclusive attitudes toward teamwork. Trainees will explore how to plan, deliver, and evaluate training with a team of two or more. There will be emphasis on balance of training styles, strategies for effective collaboration, and common challenges to healthy collaboration.

The following indicators represent the desired outcomes for this session. The “Evidence” below suggests what to look for to confirm success. Trainees should:

### 2B Understand how individual responsibilities are important in a wider context (S)

*Evidence: trainees can summarize their training role and how it fits into a larger organizational context.*

### 2D Be willing to adopt a proactive and responsible attitude (A)

*Evidence: trainees are enthusiastic about identifying and gathering appropriate materials, resources, and visual aids before an activity, session, or program.*

### 3A Be willing to seek opportunities for cooperation inside and outside the organization (A)

*Evidence: trainees are enthusiastic about co-developing training materials, and seeking out useful resources from external organizations or groups.*

#### Inspiration on how to cover this element:

##### Theoretical Ideas

- Concepts of Co-facilitation (Missing good reference material)

##### Practical Strategies

- Provoking creative discussions about the role of trust, communication, flexibility and cooperation in team work
- Facilitation and co-facilitation simulation experiences
- Explicitly modeling how you co-facilitate during the TTT

## 5 / GIVING AND RECEIVING FEEDBACK

In this element trainees will learn strategies for giving and receiving constructive feedback. They will also learn how this process can help improve training performance by providing objective evidence through collaborative, non-confrontational dialogue.

The following indicators represent the desired outcomes for this session. The “Evidence” below suggests what to look for to confirm success. Trainees should:

### 2D Be willing to adopt a proactive and responsible attitude (A)

*Evidence: trainees give and receive feedback with sensitivity, respect, and thoughtfulness.*

### 3B Be able to apply best practices and lessons learned (S)

*Evidence: trainees receive feedback with a proactive attitude and show that they can apply it to their practice.*

### 3C Be willing to actively contribute to continuous improvement (A)

*Evidence: trainees make a strong effort to give thoughtful and specific feedback and to receive feedback with a reflective and appreciative attitude.*

### 4D Be willing to act inclusively and with an open mind (A)

*Evidence: trainees show sensitivity, respect and awareness of their peers.*

**Inspiration on how to cover this element:**

#### **Theoretical Ideas**

- Understanding the goal of the feedback process and the characteristics of “good” feedback.

#### **Practical Strategies**

- Mapping feedback visually on a spectrum or grid

## 6 / PEACE EDUCATION AND ACTIVE GLOBAL CITIZENSHIP

In this element trainees will gain an understanding of how Peace Education provides the Attitudes, Skills and Knowledge that enable individuals to become agents of change. Trainees will gain an understanding of how everything we do in CISV is linked to the Statement of Purpose, and how our Educational Principles form a bridge between the Statement of Purpose and our four Peace Education content areas.

The following indicators represent the desired outcomes for this session. The “Evidence” below suggests what to look for to confirm success. Trainees should:

### 1A Understand how Peace Education is relevant to Active Global Citizenship (K)

*Evidence: trainees can confidently explain Peace Education and Active Global Citizenship, relate them to their own experience and connect them to the context of training.*

### 1B Understand CISV’s educational principles and methods (K)

*Evidence: trainees can confidently explain CISV’s educational principles and Peace Education content areas, and can relate them to Peace Education and Active Global Citizenship.*

#### Inspiration on how to cover this element:

##### Theoretical Ideas

- Peace education in 3D- Diagnose, Dream, Deliver (identify obstacles to peace, create solutions and then implement them within and outside of CISV)

##### Practical Strategies

- Have trainees used our educational principles to “build a bridge” between our statement of purpose and our focus on the peace education content areas
- Taking our diagnoses of obstacles to peace to create Themes and incorporate peace education into our training sessions

##### CISV Educational Resources

- Passport - Sections 1, 2, 4 and 5
- Big Ed - Sections 1, 2, 4 and 5

## 7 / CISV EDUCATIONAL APPROACH

In this element trainees will gain an understanding of CISV's educational approach. This includes an in-depth introduction to experiential learning, the ASK model and educational evaluation, and will explore how they are linked. This is the core educational methodology of CISV.

**The following indicators represent the desired outcomes for this session. The “Evidence” below suggests what to look for to confirm success. Trainees should:**

### **1B Understand CISV's educational principles and methods (K)**

***Evidence:** trainees can confidently explain the Attitudes, Skills and Knowledge model, the Experiential Learning model, CISV's four Peace Education content areas, the statement of purpose and the idea of working with Themes. They can provide examples in their explanations and link the concepts to their own experiences.*

### **1C Be able to plan, deliver and evaluate educational experiences (S)**

***Evidence:** trainees approach planning through the educational principles and methods of CISV; they deliver content with effective facilitation techniques, good communication and using a variety of media; they evaluate effectively using goals, indicators, and evidence, and complete all appropriate forms or documents.*

**Inspiration on how to cover this element:**

#### **Theoretical Ideas**

- Kolb's theory of experiential learning
- Reid's theory of ASK (Attitudes, Skills, and Knowledge)
- Mel Mark: “Evaluation Theory or What are educational Evaluation Methods For”, [click here](#)
- T-Kit Number 1 - Educational Evaluation in Youth Work, [click here](#)

#### **Practical Strategies**

- Using visual aids to introduce the experiential learning cycle
- ASK Picnic: create a list of attitudes, skills and knowledge needed to organize and have a picnic lunch or other routine event

#### **CISV Educational Resources**

- Passport - Sections 3, 6, and 8
- Big Ed - Sections 3, 6, and 8



## 8 / DESIGNING A TRAINING SESSION

In this element, trainees will gain an understanding of the process of designing a successful training session. Goals and indicators have been established as part of the curriculum for all aspects of CISV training. This element focuses on using the curriculum to design training and identifying/collecting evidence for effective evaluation. Trainees will learn how to choose appropriate activities for sessions, while focusing on time management, use of resources and the learning environment.

The following indicators represent the desired outcomes for this session. The “Evidence” below suggests what to look for to confirm success. Trainees should:

### 1C Be able to plan, deliver and evaluate educational experiences (S)

*Evidence: trainees approach planning through the educational principles and methods of CISV; they can turn curriculum into concrete activities and sessions and develop combinations of sessions for longer training programs.*

### 2C Be able to meet the practical needs necessary to fulfill a particular role (S)

*Evidence: trainees show that they can work with goals and indicators and record/share their training plans in appropriate session templates.*

### 3B Be able to apply best practices and lessons learned (S)

*Evidence: trainees reflect on their own experiences to identify the resources they need to improve the quality of their training designs.*

### 3C Be willing to actively contribute to continuous improvement (A)

*Evidence: trainees reflect on their own training process and then develop action strategies for personal improvement.*

**Inspiration on how to cover this element:**

#### **Practical Strategies**

- Use the Training Session Writing Template to plan a training session
- Make reference to how the Activity template and the training template are alike
- Use a Theme to incorporate peace education content into training session planning
- Use the T-PEF throughout the TTT, to model how educational evaluation is done in CISV

#### **CISV Resources**

- Passport- Section 7 (*How we know if we are good at what we are doing*)
- Big Ed- Section 7 (*How we know if we are good at what we are doing*)

## 9 / APPROACHES TO DELIVERING TRAINING

In this element, trainees will work on developing strong presentation and facilitation skills for each step of the experiential learning cycle. They will increase their knowledge of different delivery techniques and have the opportunity to incorporate these into their training.

The following indicators represent the desired outcomes for this session. The “Evidence” below suggests what to look for to confirm success. Trainees should:

### 1C Be able to plan, deliver and evaluate educational experiences (S)

*Evidence: trainees deliver educational content with effective facilitation techniques, clear communication with voice and body, and a variety of effective media; they use the experiential learning cycle with awareness of their goals and indicators; and they display sensitivity to the needs of the group.*

### 1D Be able and willing to support and promote CISV’s educational principles (S/A)

*Evidence: trainees approach their training responsibilities with enthusiasm and feel confident in their ability train CISV using curricula.*

### 2C Be able to meet the practical needs necessary to fulfill a particular role (S)

*Evidence: trainees can effectively manage a training session, or group of sessions, through appropriate presentation skills, facilitation techniques and attention to organizational details.*

### 4C Be able to respond appropriately to change and conflict (S)

*Evidence: trainees show that they can be flexible with timing and instructional approach, according to group needs.*

### 4D Be willing to act inclusively and with an open mind (A)

*Evidence: trainees take active steps to deliver training with sensitivity and openness that enables every participant to engage.*

**Inspiration on how to cover this element:**

#### **Theoretical Ideas**

- Understand the importance of presentation style and delivery- voice and body awareness, use of visual aids and other presentation tools

#### **Practical Strategies**

- Using the “Zoom-Out” technique to simultaneously deliver training and discuss the aspects of good training delivery
- Explicitly modeling the role of the trainer in each step in the experiential learning cycle

## 10 / PREPARATION & FACILITATION OF TRAINING PRACTICE

In this element trainees will plan and deliver a training session, combining all the elements of the TTT course. The trainees will work in teams to plan a session related to one of CISV's Peace Education content areas. They will use the training session writing template and conduct the session using a variety of presentation/facilitation skills and relevant resources.

The following indicators represent the desired outcomes for this session. The "Evidence" below suggests what to look for to confirm success. Trainees should:

### 1C Be able to plan, deliver and evaluate educational experiences (S)

*Evidence: trainees effectively plan, deliver, and evaluate educational experiences and are conscious of the interconnected nature of the process.*

### 1D Be able and willing to support and promote CISV's educational principles (S/A)

*Evidence: trainees use educational principles and content areas in their sessions and activities.*

### 2C Be able to meet the practical needs necessary to fulfill a particular role (S)

*Evidence: trainees show that they can effectively manage all aspects of planning, delivery and evaluation, as well as organizational and logistical details such as managing the physical space, materials, and time.*

### 3B Be able to apply best practices and lessons learned (S)

*Evidence: trainees apply methods and practices learned throughout training and are reflective about how to continuously improve and develop.*

### 4D Be willing to act inclusively and with an open mind (A)

*Evidence: trainees run sessions that are sensitive to different learning styles and ensure that all participants are actively included.*

**Inspiration on how to cover this element:**

#### **Practical Strategies**

- Set up the training practice strategically- divide into small groups based upon similar (or different) role profiles, learning styles, and geographic origins.
- Determine a clear goal or goals for the training practice session based upon the needs, mandate, and/or interests of the trainees (Drawn from the existing curriculum)
- Organize the training practice to allow time for all training team to both conduct a session and receive feedback from peers and TTT trainers

## 11 / CISV INTERNATIONAL: THE BIGGER PICTURE

This element helps trainees to understand how their work as a trainer contributes to the continuous improvement and strategic direction of CISV. They will learn about CISV's global training strategy, quality standards for training and relevant aspects of the strategic plan. They will also be encouraged to contribute to best practice sharing through the network of trainers and the Library.

The following indicators represent the desired outcomes for this session. The “Evidence” below suggests what to look for to confirm success. Trainees should:

### 3C Be willing to actively contribute to continuous improvement (A)

*Evidence:* trainees show an interest in the big picture of CISV international and a desire to keep themselves informed about this level of the organization.

### 3D Understand how the strategic direction of CISV relates to individuals (K)

*Evidence:* trainees can explain how their own role relates to the big picture of CISV international.

Inspiration on how to cover this element:

#### Practical Strategies

- Provide a visual description of the CISV international organizational structure and the particular role of the education department, and trainers within it
- Explain the recent reorganization of our educational principals and peace education content areas as a part of the strategic direction of CISV
- Share the CISV Educational and training Glossary with trainees, to make sure language is consistent in the organization.

## 12 // SELF EVALUATION AND ACTION PLANNING

In this element trainees will assess their personal strengths and growth areas related to training. They will identify sources of support for their training development and create an action plan to support continuous improvement.

The TTT course considers self-evaluation and action planning to be a continuous process which starts at the point of application, continues through the course itself, and beyond, throughout one's "career" as an active trainer in CISV.

The following indicators represent the desired outcomes for this session. The "Evidence" below suggests what to look for to confirm success. Trainees should:

### **2C** Be able to meet the practical needs necessary to fulfill a particular role (S)

Evidence:

### **2D** Be willing to adopt a proactive and responsible attitude (A)

Evidence

Inspiration on how to cover this element:

#### **Theoretical Ideas**

- Understanding the organizational mandate for education and training

#### **Practical Strategies**

- Building a personal action plan that maps a training strategy in accordance with a training mandate